

The Educational Weekly.

The Educational Weekly.

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E. O. VAILE,
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CHICAGO, THURSDAY, DECEMBER 19, 1878.

Editorial.

We have pleasing assurance that our publication of the Christmas Carol has been quite acceptable to many readers, and we hope it has been to all.

Teachers will find it particularly profitable to read *Aspects of American Life*, by Charles Dudley Warner, *Is Universal Suffrage a Failure*, by Goldwin Smith, and *Workingmen's Wives*, in the *Atlantic* of January, and in *Scribner*, *Leonardo da Vinci* by Clarence Cook, *Religion in These Days*, and *Art as a Steady Diet*, both by the editor, Dr. Holland.

The libel suit which was brought a long time ago against the venerable John Ruskin resulted in a verdict for the plaintiff—Mr. Whistler, an American artist in London—with damages at one farthing, thus requiring each party to pay his own costs, and placing a severe but deserved censure upon Mr. Ruskin. The suit grew out of an exhibition of certain pictures of Mr. Whistler's in the Grosvenor Gallery in the Summer of 1877. Of these Mr. Ruskin wrote as follows in the July number of *Fors Clavigera*:

For Mr. Whistler's own sake and for the protection of the purchaser, Sir Coutts Lindsay ought not to have admitted into the Grosvenor Gallery works in which the ill-educated conceit of the artist so nearly approaches the wilful imposture. I have seen and heard much of cockney impudence before now, but never expected to hear a coxcomb ask 200 guineas for flinging a pot of paint in the public's face.

On this Mr. Whistler brought his action, laying his damages at \$5,000.

What are you going to get as a Christmas present for your younger children, or cousins, or nieces, or nephews, or friends? Of course circumstances must always be considered in selecting presents, and especially when the times are hard. But unless you know of something that is actually needed, or that is particularly appropriate, the WEEKLY would advise you to consider the propriety of subscribing for a magazine to be sent to them. For the least ones, there is "The Nursery," a little monthly which is worth many times its subscription price, as any family will testify who has had it. For the older ones there is the "Wide Awake"—most beautiful and complete in every way, and the "St. Nicholas," the *ne plus ultra* of juvenile magazines. By making such a gift you not only encourage the habit of reading good, healthy, literature, but you make a gift that will be a recurring pleasure throughout the year, and be at the end a most handsome and desirable volume. We give this commendation as the result of our own experience with them for years. Usually it is better to give something to read than anything else; and you will not give so much pleasure by the gift of a single book, as by a monthly magazine.

THE MICHIGAN TEACHERS' ASSOCIATION.

THE arrangements made by the executive committee are worthy of commendation. A special effort has been made to induce teachers of rural schools to attend the Lansing meeting. To all such teachers who have to pay in going and returning for more than 100 miles railroad fare, FREE BOARD will be furnished. That is, all rural teachers who live more than 50 miles by rail from Lansing may depend upon paying nothing for board if they attend the association. It is of utmost importance that these rural teachers shall receive notice of the generous reception they may anticipate. As will be seen from the programme in another column, a large share of the attention of the association is to be given to ungraded schools, a most thoughtful and wise arrangement.

The Michigan railroads are all generous enough it seems to sell round-trip tickets at two cents a mile. But in order to secure the benefit of this reduction certificates must be obtained from Pres. Olney before the teacher leaves home for Lansing. Otherwise full fare will probably have to be paid. This regulation applies to all teachers. The time is short in which to write to Prof. Olney and obtain an answer, and no delay should be made. Get your certificates from him first, and then go to your depot and get your ticket. The full programme appears in another column.

ON THE USE OF DICTIONARIES.

IN opposition to such experience and positive convictions as we find arrayed against us in this matter, we desire to express ourselves again with care and modesty but with perfect plainness. The more we have reflected, the more fully we have become convinced that our position in regard to the use of dictionaries is in the main correct as expressed two weeks ago. However, we see that our assertions were a little too broad, and that we did not discriminate as we should have done between the different kinds of words which it may be necessary for a child to inquire about. Let us take an illustration which occurred to us while reading to a little boy last evening. This is the sentence: "Just

fancy your mother and myself to be present when you are all meditating some piece of special mischief, and see how quick the naughty imp will be expelled." In the next sentence occur the words "moat," "drawbridge," "imposing arch," and "somber shadows." A child in the third reader could read and would enjoy the story. But evidently any inquisitive child would desire to ask some questions as he proceeded. Let us suppose that he is just at that mental stage when he will stop and ask you the meaning of "fancy," "present," "meditating," "special," "imp," "moat," "drawbridge," "imposing," "arch," and "somber." And let us suppose that you send him to the dictionary, and that it is the best child's dictionary that can be made. Now, he may unquestionably get an intelligent idea of "moat," "drawbridge," and "arch." And yet a picture such as is given in Webster's Unabridged at the word "drawbridge," or a description from the teacher with the aid of gestures, and scenes familiar to the child, will be of immeasurably more service than the best explanation that can be put on paper. But how will it be with "fancy?" Could the ideal dictionary say anything better for this word than "to imagine?" If so, will not one of our correspondents give it? But a child who does not comprehend the word "fancy" would get but little help from the synonym "imagine." "But put this question to him: 'While you were in school this afternoon you could 'fancy' or 'imagine' what mamma was doing at home, couldn't you? And what do you think she was doing?' From this single question as an entirety, including inflection, emphasis, the teacher's looks and everything, the child will catch the thought as he could not possibly from any such a definition as this: "to form a conception of; to portray in the mind; to imagine."

Take the word "meditate." No man would want to put into a dictionary as a definition, the colloquialism "to think up." And yet inadequate as it is as a literary equivalent, what better explanation could be given in type for the purposes of our supposed child? But all is clear if some instance is referred to by the teacher in which the act was performed. For instance, the child may have seen some boys apparently "meditating mischief;" or he himself may have taken time to frame a reply to some question, in which case he was meditating an answer, and will fully understand this use of the word by referring to his own experience. The word "uncommon" might be allowed to pass as an equivalent for the word "special." So, "dull" or "gloomy" might be allowed to pass as substitutes of "somber," but they are by no means satisfactory. As to the word "imposing," we would not make the least attempt to give to the child a direct, formal definition. We would try to think of something "imposing" in the presence of which he had been, and to recall his own feeling experienced at the time. If we could find no real thing which would answer the purpose, we should try to picture to his imagination an "imposing" structure and thus lead him to a feeble comprehension of the term; the best thing, in our opinion, that could be done under the circumstances. As to "imp"—well, it might not be worth while with most children to try to improve on the ordinary definition, a "little devil," as harsh as it seems.

Now it will be observed that the words in regard to which a model dictionary might be of aid to a third or fourth reader pupil are such as are extremely literal and objective in meaning. The words that are at all figurative, or that involve any mental operation other than the merest sense perception, cannot be made clear to a child's comprehension, except by illustration and

adjuncts which could not go into the page of a dictionary. There is no particular bridge, arch, or moat, that would not be recognized by the feeblest power able to understand the simplest description. But not so with such words as "meditate," "fancy," etc. Such words we comprehend only by understanding them in special uses, and from these by enlarging and combining we grow into a general definition. But to frame general definitions of such words so that a child could comprehend them in particular cases is impossible, as it seems to us. A definition worthy of the name must be a generalization, broad and remote in proportion to the character of the word. In order to comprehend it, a child must have the power to generalize, because in making the application he must perform the reverse process, viz.: pass back from the general (the definition) to the particular (the special use of the word as he meets it.) As we have seen in the illustrations given above, it is unreasonable to expect children to possess enough of this power to interpret one half the words they need to ask about. In our judgment the impossibility of making a good primary dictionary lies in the fact that in order to be such a book it must explain words for young pupils in accordance with the particular use of the word somewhat after the manner exemplified above in the case of "meditate" and "fancy." The pupil's individual experience and local circumstances must be pressed into service in a way that would be impossible in a book.

To put a dictionary of any kind into the hands of children in the second or third reader seems to us preposterous, and we say it with all respect for those who disagree with us. We grant that children may memorize definitions, and say them off with a glibness and appearance of comprehension that would deceive the very elect. But this is no sufficient evidence that they have the idea. This use of the dictionary does but contribute, as it seems to us, to the bad work of our schools in bringing up our children to see in their reading nothing but "words, words, words."

We have given a large amount of space to this matter; but we have evidence that it is a subject in which many teachers are interested and the majority of whom differ with us decidedly. Our own convictions may be wrong, but we have come to them deliberately, and present our reasons for what they are worth. But we wish to be understood that we are ardent champions of the dictionary in its place. Yet we feel that those teachers who confidently trust to dictionary definitions to convey the meaning of words to their pupils in the lower grades are making a great mistake. Their children we fear are getting forms without the substance; words without thoughts. Such teachers are but paving the way, and perpetuating the reign, of that thoughtless, uncomprehending reading which is such a vice in our schools and in our children.

The use of the dictionary must be preceded by work on the part of the teacher such as we have endeavored to illustrate, until the child has maturity enough to draw conclusions and to make generalizations.

REVIEWS.

Deterioration and Race Education, with Practical Application to the condition of the people and industry. By Samuel Royce. Boston: Lee & Shepard.

We know of no literary work which more forcibly illustrates the value and importance of wise architecture in composition, if that word may be used instead of the common but inadequate term, arrangement. Here is matter worthy of the greatest consideration; a motive on the part of the author deserving of all com-

mentation; and a style vigorous and clear so far as single sentences are concerned. But the book is wanting in system. There is no progress, and no "thread." An outline of the book which the author has in mind, judging from the one he has written, would be something like this. *The human race is deteriorating both physically, mentally, and morally. The evidence of this is to be found in the rate of mortality, the rate of insanity, the rate of crime, and the amount of disease. The remedy for this deterioration is not to be found in any agencies vigorously at work at present; such as public charity, co-operation, or common schools. It is to be found only in "race education," i. e., "a training of all classes, capitalists as well as laborers, for accomplishing together the great work of saving, elevating, and preserving the race." The only power adequate to undertake this "race education" is the State. For that purpose children are to be put at the earliest moment into the hands of most wise nurses and teachers, and kept there until they become fully established in self-control, in noble ambitions, and in proper hygienic ways of living. Every agency is to be employed which tends in the least to eradicate the evil in human nature and in human society and to foster the good. Among these agencies are the kindergarten, gymnastics, industrial and art education, the higher education of women, etc.*

The author's motto is "The sacredness of human life increases with civilization." He assumes what every thinking person must admit, and especially after reading the evidence here arrayed, that man's ordinary environment tends strongly toward physical, mental, and moral degeneracy. Education, that is, "Race Education," otherwise known as "Hereditary Culture," is claimed as the only agency by which this tendency can be counteracted.

Christ and Christianity are not so much as even mentioned. The heaven that is to save the human race is to be of spontaneous generation. Education and culture are to become self-vitalized with a new potency, and are to accomplish in the future, what for 5878 years they have been totally unable to achieve.

We most thoroughly respect the author's philanthropic desires and are in close sympathy with them so far as they go. This book is full of most curious and interesting information. It is impossible for any body to read it, and particularly a teacher, without being profited by it.

Graded Exercises in Analysis, Synthesis and False Syntax, with an exemplified outline of the classification of sentences and clauses and a table of diacritical marks with questions. By N. C. Parshall, Rochester, N. Y. Published by the author.

We always look askance at a text-book which furnishes a full set of questions on every lesson. Not that all teachers have the ability to ask questions wisely, for that is one of the highest and rarest attainments. But it is futile if not pernicious to put cut and dried questions into the mouth of a teacher who does not know enough to ask them herself. For the purpose of exemplifying a method, as in a model lesson, or aid those who are unable to avail themselves of a living teacher, text-books "with questions" are quite valuable. On any other ground they are hardly defensible, as it seems to us. While the book before us may be serviceable for these purposes, they do not seem to have been the author's main object in making it. However, as a book of model lessons in grammar any teacher will find it helpful.

German without Grammar or Dictionary, or a guide to learning and teaching the German language according to the Pestalozzian Method of teaching by object lessons. By Dr. Zur Brücke, Superintendent of German Instruction in the Public Schools of Lake and Hyde Park District, No. 2. New edition, enlarged. Chicago: S. C. Griggs & Co. pp. 136. Price 50 cents.

To the many persons who have found help in Dr. Zur Brücke's admirable German lessons published from time to time in the columns of the WEEKLY, it is not necessary to explain or commend the book before us. The lessons are all on the same unique plan, with the same vivacity and ease. It is the Heness-Sauveur method applied in a most natural and successful manner. While we have our doubts about the application of this method to the study of Latin and Greek, we believe that no better plan can be adopted with children in the study of German and French. It does seem to be called justly the "Natural method," and Dr. Zur Brücke is entitled to the high credit of having used this method for years before Heness or Sauveur brought it into such prominence. We do not doubt but that his "German without Grammar" will successfully meet the tests of the school-room.

Text-Book of English Phonology. A treatise on the elementary sounds of the English Language, with a list of words illustrating their use. By W. R. Smith, Davenport, Iowa.

This is a neat little book of 46 pages, and discusses and classifies the sounds of the English language quite intelligently. But we confess we cannot see what particular reason it has, except its cheapness, for coming into the world in the midst of so many more complete and pretentious treatises on the same subject. It is designed for the use of Grammar school pupils, but its design, though very worthy, will hardly be realized in the midst of so many subjects pressing for attention in our schools.

Francis Murphy's Gospel Temperance Hymnal. Rev. J. E. Rankin D. D. and Rev. E. S. Lorenz, Editors. A. S. Barnes & Co., New York, Chicago, and New Orleans. 130 hymns. Price 50 cents.

This book looks as if it ought to prove acceptable to the public, and we believe it will. They are all "Gospel" hymns and some of them already popular. Such familiar names as Ira D. Sankey, W. H. Doane, T. C. O'Kane, Philip Phillips, S. J. Vail, H. R. Palmer, etc., are seen on nearly every page and are themselves a high guarantee of the character of the words and music.

HIGH SCHOOL TALKS.—NO. VIII.

ABOUT DISSATISFACTION.

THERE is a saying that we should be dissatisfied not with what we have, but with what we are. The reverse of this is often true. People care too little what they are, provided their animal wants are fully satisfied. Still, what one has is, in many cases, a fair exponent of what one is. Our signs are always hanging out and people will be looking at what we keep within whether we wish them to do so or not. The only way to change the external is to change the internal.

"To let the new life in, we know,
Desire must ope the portal."

We never shall step from the old to the new until we are moved by the spirit of unrest. The first thing that a great many people need to do is to get thoroughly out of patience with themselves and their attainments. Every life is a battle ground between the hosts of light and of knowledge on the one hand, and of darkness and ignorance on the other.

There are two kinds of peace, the peace that comes of death and the peace that comes of conflict. Lives should not be filled altogether with agitation and turmoil, nor with serenity and tranquillity. The peace we often see is the peace of death. What I mean is this: where there is no dissatisfaction, there is no growth. The Greek word for man signifies "one who looks up;" and it is the looking up, the striving for something above the level of to-day that should be man's chief glory.

The live people are always struggling from a lower into a higher life. He who expects to go through the world without effort must take passage in the sleeping car. Every aspiring youth has before him something as a model into the likeness of which he is trying to fashion his own life. The great question before him is, "How shall I bring myself into harmony with my ideal of right living?"

Your temper, your pride, your lack of exertion and of scholarship may cause you profound agitation when you look from what you are to what you might be, to what you wish to be. If these things disturb you, it is a hopeful sign. It is the spirit of satisfaction that is to be dreaded. I have seen pupils suddenly change in their own estimation. They have been well satisfied with themselves, but in time they fail to meet their own demands. This is a good sign; every real advance has dissatisfaction for a starting place. But the unrest that does not produce effort is apt to degenerate into a crystallized kind of satisfaction that no agitation can disturb. I suppose there are those among you who have said, "From this time forth I mean to have my lessons thoroughly, I mean to be correct in my deportment, I mean to come up to my own ideal standard of right living." And you have not done it. Of course you have not. The next day you have failed. And then you have said, "I'll never try again."

Your mistake was in thinking you could speak yourself into perfection. The fact is, nobody ever reaches perfection in this world; if he did, he would have nothing more to live for. Why, from the way some pupils act one would almost be justified in thinking they expected a complete revolution in character from something like the following:

"WHEREAS, I have been neglectful of study, and have frittered away useful time in frivolous amusement, and have been proud and self-willed and contentious and troublesome to my teachers and friends, and, Whereas, I have been weak and erring, now, therefore be it

"Resolved, That from this time henceforth and forever, I will be perfect in my studies, I will fritter away no time in idleness, I will not be proud nor self-willed nor contentious nor troublesome to my teachers and friends, but, I will be strong and perfect."

Anybody might unanimously pass such a resolution, but strength does not come in such a way. By falling we learn to stand. By stumbling we learn to walk. Weakness must expect to fall and stumble until it gets strong by getting up. And let me say now that you will never become so perfect as not to stumble and fall—but pity the person whose character does not profit by stumbles and falls.

Rhythm in language comes from the regular succession of accented and unaccented syllables. Rhythm in life comes from moods in one's self, from what I call the accented and unaccented mood. Dissatisfaction stands for our accented, and satisfaction for our unaccented mood. A regular succession of these fills our lives full of the grandest harmony and power.

Lowell says:

"Longing is God's fresh heavenward will
With our poor earthward striving;
We quench it that we may be still
Content with merely living;
But, would we learn the heart's full scope
Which we are hourly wronging,
Our lives must climb from hope to hope,
And realize our longing."

J. W. D.

—The *St. Nicholas* for December is larger than usual, and contains some fifty capital illustrations.

IMPORTANCE OF THOROUGH ELEMENTAL TRAINING.

Prof. D. C. ROBERTS, State Normal School, Cape Girardeau, Mo.

[Concluded from Last Week.]

IN connection with this subject, let us strive to extend the pupil's vocabulary. Our English language suffers a shameful contraction, at the hands of the multitude. A half dozen adjectives are made to take the place of a hundred. Our words are our tools, and are the distinguishing feature between ignorance and culture. They can be coined into gold; not only in the department of teaching, but in every vocation of life. How many examples we see around us of the power of words. Some of our finest intellects are employed in second and third rate positions because they have not words to win their deserts; while it is not infrequent to find in the front rank, men whose only merit is the possession of a well-stocked vocabulary. These minds have busied themselves in gathering for their own use the choice expressions and weighty words uttered in their presence.

There is an age common to every nation, when it is excusable for the errors in its language; but when wealth has been accumulated, it is time that public attention be turned to the fine arts; and there is no finer art than that of good speaking. He who is conversant with the different shades of meaning of the synonyms of the English language need not despair because he has not a classical education. He has that which is worth a thousand times more to him than to be familiar with all the idioms of a foreign language. This precision is the first thing noticeable in the forcible speaker; a true index to the close thinker, and a marked feature of the ripe scholar. Shall we leave this work to be done in later life, or is it our duty, while the memory is fresh and habits are easily formed, to direct the child's mind into these narrow channels and fix the distinctions indelibly on his mind?

I need say nothing concerning the importance of Mathematics, to the individual, in the formation of character. It is acknowledged to be the great means of developing the reasoning faculties of man; and yet I am ready to avow that as taught in our schools, in the majority of cases, it is the merest twaddle—possessing nothing to recommend it to the people. As soon as the child is through with the simple tables, a slate and pencil is placed in his hands, and the remainder of his work in Arithmetic is only a mechanical process of adding, subtracting, multiplying, or dividing, until he obtains the result found in the book. It is true that we have classes in Mental Arithmetic, but the analyses are made but a routine of words, void of all meaning as uttered by the pupil. Go into any of our schools and hear the children, in an unnatural, strained voice,—common only to the school-room—screaming out, "If one apple cost 3 cents, for 21 cents I can buy as many apples," etc. It is not so much the analysis given in most cases, to which I object, but it is the meaningless manner in which it is spoken. Can we not make our pupils *feel* the truth of what they are saying? If we can it will rob the recitation of all that wearying listlessness which makes of the school-room a prison to both teacher and pupil.

We speak of Mental Arithmetic. Pray tell me what other kind we have, unless you insist that the drawing, monotonous exercise just described is arithmetic. I will admit that to be external to all mental operations.

I cannot term the slate work of our schools Mathematics. It has no more relation to this beautiful science than objective drawing; and yet, there are those engaged in our best schools

who see no more than this to the work. But a short time since a leading educational paper published an article on "Base in Percentage." The writer reduced the whole work in this delightful branch to dry meaningless formulas, and insisted on "getting the answers," by such processes. It robbed the work of all value, unless it be to aid pedagogues in passing written examinations on this subject. I know it to be hard and tedious work for the teacher to discard rules and teach the philosophy of each step in the work, but it is the only way to make thorough scholars. The child must be taught to multiply, or divide, because he knows it to be right, and not because the Rule says so.

The farmer boy who can return home from school and calculate the amount due on his father's note, without the aid of a book, is the one who will recommend our schools to the masses. The people want men who carry their brains in their heads and not in their pockets (or text-books.—ED.).

The teacher not unfrequently deceives even himself concerning his pupils' thoroughness in mathematics. Test them often by written examinations on problems not found in the text-books. Arithmetic is a definite study; there is no doubt about the work—the boy either knows it or he does *not* know it.

In whatever we do let us teach our pupils to *think*! Get them off those miserable crutches called rules, gently raise their faces from between the covers of the text-book and show them that there is a power in the mind stronger than the printed page.

The wide-awake teacher sees opportunities for inculcating habits of thoroughness. He who fails not to correct the mispronounced words and grammatical mistakes uttered in his presence, soon finds around him a school of critics. But this is a result many teachers do not seek, for they feel conscious of their own lack of ability to speak correctly. They cannot withstand the arrows of criticism which may be shot from the active brains of a dozen bright boys and girls whose intellects have been strung up to the highest tension by the use of a Quarto dictionary. Yet this is what we want. The girl or boy who can, from a page of an ordinary newspaper, point out the hundred errors which usually appear, in the way of spelling and punctuation, has a power over his fellow men, which will serve him in after years. The person who can write a letter in a legible hand, spell all the words correctly, punctuate accurately, and read it aloud intelligently, ought to be given a certificate to teach in our public schools. I do not hesitate to say that such qualifications are not possessed by the average graduate of our colleges.

But what other results can we expect so long as these primary subjects are treated with such contempt by so many who are occupying responsible positions in our state? It is the rule rather than the exception, to find our professors laughing at their ignorance of the common branches. The impression seems prevalent that to admit a want of knowledge in the elements implies wonderful attainments in higher and more intricate studies. Let us not deceive ourselves. He who has not been faithful over little things cannot be made ruler over greater. The same lack of thoroughness can be detected in whatever he does. But what can we expect from the boy whose principal is deficient in the elements? Can the stream rise higher than the fountain?

A CHRISTMAS CAROL—IN FOUR STAVES.

[As Abridged by the Author.]

STAVE FOUR.—THE LAST OF THE SPIRITS.

The Phantom slowly, gravely, silently approached. When it came near him, Scrooge bent down upon his knee; for in the air through which this spirit moved it seemed to scatter gloom and mystery.

It was shrouded in a deep black garment, which concealed its head, its face, its form, and left nothing of it visible save one outstretched hand. He knew no more, for the Spirit neither spoke nor moved.

"I am in the presence of the Ghost of Christmas Yet To Come? Ghost of the Future? I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and as I hope to live to be another man from what I was, I am prepared to bear you company, and do it with a thankful heart. Will you not speak to me?"

It gave him no reply. The hand was pointed straight before them.

"Lead on! Lead on! The night is waning fast, and it is precious time to me, I know. Lead on, Spirit!"

They scarcely seemed to enter the city; for the city rather seemed to spring up about them. But there they were in the heart of it; on 'Change amongst the merchants.

The Spirit stopped beside one little knot of business men. Observing that the hand was pointed to them, Scrooge advanced to listen to their talk.

"No," said a great fat man with a monstrous chin, "I don't know much about it either way. I only know he's dead."

"When did he die?" inquired another.

"Last night, I believe."

"Why, what was the matter with him? I thought he'd never die."

"God knows," said the first with a yawn.

"What has he done with his money?" asked a red-faced gentleman.

"I haven't heard," said the man with the large chin. "Company, perhaps. He hasn't left it to me. That's all I know. By, by!"

Scrooge was at first inclined to be surprised that the Spirit should attach importance to conversation apparently so trivial; but feeling assured that it must have some hidden purpose, he set himself to consider what it was likely to be. It could scarcely be supposed to have any bearing on the death of Jacob, his old partner, for that was Past, and this Ghost's province was the Future.

He looked about in that very place for his own image; but another man stood in his accustomed corner, and though the clock pointed to his usual time of day for being there, he saw no likeness of himself among the multitudes that poured in through the porch. It gave him little surprise, however, for he had been revolving in his mind a change of life, and he thought and hoped he saw his newborn resolutions carried out in this.

They left this busy scene, and went into an obscure part of the town, to a low shop where iron, old rags, bottles, bones, and greasy offal were bought. A gray-haired rascal, of great age, sat smoking his pipe.

Scrooge and the Phantom came into the presence of this man, just as a woman with a heavy bundle slunk into the shop. But she had scarcely entered, when another woman, similarly laden, came in too, and she was closely followed by a man in faded black. After a short period of blank astonishment in which the old man with the pipe had joined them, they all three burst into a laugh.

"Let the charwoman alone to be the first!" cried she who had entered first. "Let the laundress alone to be the second; and let the undertaker's man alone to be the third. Look here, old Joe, here's a chance! If we haven't all three met here without meaning it!"

"You couldn't have met in a better place. You were made free of it long ago, you know; and the other two ain't strangers. What have you got to sell? What have you got to sell?"

"Half a minute's patience, Joe, and you shall see."

"What odds then! What odds, Mrs. Dilber?" said the woman. "Every person has a right to take care of themselves. He always did! Who's the worse for the loss of a few things like these? Not a dead man I suppose."

Mrs. Dilber, whose manner was remarkable for general propitiation, said, "No indeed, ma'am."

"If he wanted to keep 'em after he was dead, a wicked old screw, why wasn't he natural in his lifetime? If he had been, he'd have had somebody to look after him when he was struck with Death, instead of lying gasping out his last there, alone by himself."

"It's the truest word that ever was spoke, it's a judgment on him."

"I wish it was a little heavier judgment, and it should have been, you may depend on it, if I could have laid my hands on anything else. Open that bundle, old Joe, and let me know the value of it. Speak out plain, I am not afraid to be the first nor afraid for them to see it."

Joe went down on his knees for the greater convenience of opening the bundle, and dragged out a large and heavy roll of some dark stuff.

"What do you call this? Bed-curtains!"

"Ah! Bed-curtains! Don't drop that oil upon the blankets, now."

"His blankets?"

"Whose else do you think? He isn't likely to take cold without 'em, I dare say. Ah! You may look through that shirt till your eyes ache; but you won't find a hole in it, nor a threadbare place. It's the best he had and a fine one too. They'd have wasted it by dressing him up in it, if it hadn't been for me."

Scrooge listened to this dialogue in horror.

"Spirit! I see, I see. The case of this unhappy man might be my own. My life tends that way, now. Merciful Heaven, what is this!"

The scene had changed and now he almost touched a bare uncurtained bed. A pale light, rising in the outer air, fell straight upon this bed, and on it unwatched, unwept, uncared for, was the body of this plundered unknown man.

"Spirit, let me see some tenderness connected with a death, or this dark chamber, Spirit, will be forever present to me."

The Ghost conducted him to poor Bob Cratchit's house,—the dwelling he had visited before,—and found the mother and children seated round the fire.

Quiet. Very quiet. The noisy little Cratchits were as still as statues in one corner, and sat looking up at Peter, who had a book before him. The mother and daughters were engaged in needle work. But surely they were very quiet!

"And he took a child, and set him in the midst of them."

Where had Scrooge heard those words? He had not dreamed them. The boy must have read them out as he and the Spirit crossed the threshold. Why did he not go on?

The mother laid her work upon the table, and put her hand up to her face. "The color hurts my eyes," she said.

The color? Ah, poor Tiny Tim!

"They're better now again. It makes them weak by candle-light; and I wouldn't show weak eyes to your father when he comes home, for the world. It must be near his time."

"Past it rather," Peter answered, shutting up his book. "But I think he has walked a little slower than he used, these few last evenings, mother."

"I have known him walk with—I have known him walk with Tiny Tim upon his shoulder very fast indeed."

"And so have I," cried Peter. "Often."

"And so have I," exclaimed another. So had all.

"But he was very light to carry, and his father loved him so, that it was no trouble,—no trouble. And there is your father at the door!"

She hurried out to meet him; and little Bob in his comforter—he had need of it poor fellow—came in. His tea was ready for him on the hob, and they all tried who should help him to it most. Then the two young Cratchits got upon his knees and laid, each child, a little cheek against his face, as if they said, "Don't mind it, father. Don't be grieved!"

Bob was very cheerful with them, and spoke pleasantly to all the family. He looked at the work upon the table and praised the industry and speed of Mrs. Cratchit and the girls. They would be done long before Sunday he said.

"Sunday! You went to-day, then, Robert?"

"Yes, my dear," returned Bob. "I wish you could have gone. It would have done you good to see how green a place it is. But you'll see it often. I promised him that I would walk there on a Sunday. My little, little child! My little child!"

He broke down all at once. He couldn't help it. If he could have helped it, he and his child would have been farther apart, perhaps, than they were.

"Spectre," said Scrooge, "something informs me that our parting moment is at hand. I know it, but I know not how. Tell me what man that was, with the covered face, whom we saw lying dead?"

The Ghost of Christmas Yet To Come conveyed him to a dismal, wretched, ruinous churchyard.

The Spirit stood among the graves and pointed down to One.

"Before I draw nearer to that stone to which you point, answer me one question. Are these the shadows of the things that Will be, or are they the shadows of the things that May be only?"

Still the Ghost pointed downward to the grave by which it stood.

"Men's course, will forshadow certain ends, to which, if persevered in, they must lead. But if the courses be departed from, the ends will change. Say it is thus with what you show me!"

The Spirit was as immovable as ever.

Scrooge crept towards it, trembling as he went; and, following the finger, read upon the stone of the neglected grave his own name,—Ebenezer Scrooge.

"Am I that man who lay upon the bed? No, Spirit! O no, no! Spirit! hear me! I am not the man I was! I will not be the man I must have been but for this intercourse. Why show me this if I am past all hope? Assure me that I yet may change these shadows you have shown me by an altered life."

For the first time the kind hand faltered.

"I will honor Christmas in my heart, and try to keep it all the year. I will live in the Past the Present and the Future. The Spirits of all three shall strive within me. I will not shut out the lessons that they teach. O, tell me I may sponge away the writing on this stone!"

Holding up his hands in one last prayer to have his fate reversed, he saw an alteration in the Phantom's hood and dress. It shrunk, collapsed, and dwindled down into a bedpost.

Yes, and the bedpost was his own. The bed was his own, the room was his own. Best and happiest of all, the Time before him was his own, to make amends in!

He was checked in his transports by the churches ringing out the lustiest peals he had ever heard.

Running to the window, he opened it, and put out his head. No fog, no mist, no night; clear, bright, stirring, golden day.

"What's to-day?" cried Scrooge, calling downward to a boy in Sunday clothes, who perhaps had loitered in to look about him.

"Er?"

"What's to-day, my fine fellow?"

"To-day! Why Christmas day."

"It's Christmas day! I haven't missed it. Hallo, my fine fellow!"

"Hallo!"

"Do you know the Poulterer's in the next street but one at the corner?"

"I should hope I did."

"An intelligent boy! A remarkable boy! Do you know whether they've sold the prize Turkey that was hanging up there? Not the little prize Turkey, —the big one?"

"What, the one as big as me?"

"What a delightful boy! It's a pleasure to talk to him. Yes, my buck!"

"It's hanging there now."

"Is it! Go and buy it."

"Walk-er!" exclaimed the boy.

"No, no, I am in earnest. Go and buy it, and tell 'em to bring it here, that I may give them the direction where to take it. Come back with the man, and I'll give you a shilling. Come back with him in less than five minutes, and I'll give you half a crown!"

The boy was off like a shot.

"I'll send it to Bob Cratchit's! He shan't know who sends it. It's twice the size of Tiny Tim. Joe Miller never made such a joke as sending it to Bob's will be!"

The hand in which he wrote the address was not a steady one; but write it he did somehow, and went down stairs to open the street door, ready for the coming of the poulterer's man.

It was a Turkey! He never could have stood upon his legs, that bird. He would have snapped 'em short off in a minute, like sticks of ceiling-wax.

Scrooge dressed himself "all in his best," and at last got out into the streets. The people were by this time pouring forth, as he had seen them with the Ghost of Christmas Present; and walking with his hands behind him, Scrooge regarded every one with a delighted smile. He looked so irresistibly pleasant, in a word, that three or four good-humored fellows said, "Good morning sir! A merry Christmas to you!" And Scrooge said often afterwards, that, of all the blithe sounds he had ever heard those were the blithest in his ears.

In the afternoon he turned his steps towards his nephew's house.

He passed the door a dozen times before he had the courage to go up and knock. But he made a dash, and did it.

"Is your master at home, my dear?" said Scrooge to the girl. Nice girl! Very.

"Yes, sir."

"Where is he, my love?"

"He's in the dining-room, sir, along with mistress."

"He knows me," said Scrooge, with his hand already on the dining-room lock. "I'll go in here by dear."

"Fred!"

"Why, bless my soul!" cried Fred, "whose that?"

"It's I. Your uncle Scrooge. I have come to dinner. Will you let me in, Fred?"

Let him in! It is a mercy he didn't shake his arm off. He was at home in five minutes. Nothing could be heartier. His niece looked just the same.

So did Topper when he came. So did the plump sister when she came. So did every one when they came. Wonderful party, wonderful games, wonderful unanimity, wonderful happiness!

But he was early at the office next morning. O, he was early there. If he could only be there first, and catch Bob Cratchit coming late! That was the thing he had set his heart upon.

And he did it. The clock struck nine. No Bob. A quarter past. No Bob. Bob was full eighteen minutes and a half behind his time. Scrooge sat with his door wide open, that he might see him come into the Tank.

Bob's hat was off, before he opened the door; his comforter too. He was on his stool in a jiffy; driving away with his pen as if he were trying to overtake nine o'clock.

"Hallo!" growled Scrooge in his accustomed voice, as near as he could feign it. "What do you mean by coming here at this time of day?"

"I am very sorry, sir. I am behind my time."

"You are? Yes, I think you are. Step this way, if you please."

"It's only once a year, sir. It shall not be repeated. I was making rather merry yesterday, sir."

"Now, I'll tell you what, my friend. I am not going to stand this sort of thing any longer. And therefore" Scrooge continued, leaping from his stool, and giving Bob such a dig in the waistcoat that he staggered back into the Tank again,—and therefore I am about to raise your salary!"

Bob trembled and got a little nearer to the ruler.

"A merry Christmas, Bob!" said Scrooge with an earnestness that could not be mistaken, as he slapped him on the back. "A merrier Christmas, Bob, my good fellow, than I have given you for many a year! I'll raise your salary and endeavor to assist your struggling family, and we will discuss your affairs this very afternoon, over a Christmas bowl of smoking bishop, Bob! Make up the fires, and buy a second coal-scuttle before you dot another i, Bob Cratchit!"

Scrooge was better than his word. He did it all and infinitely more; and to Tiny Tim, who did not die, he was a second father. He became as good a friend, as good a master, and as good a man as the good old city knew, or any other good old city, town, or borough in the good old world. Some people laughed to see the alteration in him; but his own heart laughed, and that was quite enough for him.

He had no further intercourse with Spirits, but lived in that respect upon the Total-Abstinence-Principle ever afterward; and it was always said of him that he knew how to keep Christmas well, if any man alive possessed the knowledge. May that be truly said of us, and all of us! And so, as Tiny Tim observed, God Bless Us, Every One!

—"Romeo and Juliet" has just been translated into Hebrew. The same translator has already published "Othello" and "Paradise Lost" in Hebrew.

—Prof. Moses Coit Tyler, of the University of Michigan, has been at work for a long time on a "History of American Literature," and the first two volumes, comprising the period between the years 1607 and 1765, have just been issued. The work meets a long-felt want, as there is no corresponding book before the public. It is published by G. P. Putnam's Sons.

CORRESPONDENCE.

SPELLING REFORM.

To the Editors of the Weekly:

The spelling reform articles in your last number impress upon me. 1. Let the school boards of our leading cities be asked to memorialize congress for the commission on spelling. No board can refuse to ask a thorough examination of a question that the best educators say is so vital. Congress cannot refuse a commission when asked officially by the leading school boards of the country. If asked by congress to join in a joint commission, England could not refuse. If appointed from intelligent educators or scholars, the commission must of necessity report some practical steps of reform. If such steps are reported by a joint commission, it will be easy to introduce the reform into the public printing. If reformed in official documents, the doom of the old spelling is sealed. Let the school boards sign this memorial, and at once, so the petitions may go in next month. 2. Isn't it absurd to waste time or space in discussing the desirability of a spelling reform any further? All competent authorities have long ago granted that there is but one side to the question, and a wide experience convinces me that the time has past to discuss in the WEEKLY whether spelling reform is desirable. Sum new light rehearses the stock objections copied from Trench or Grant White about once a month. If left to themselves these people will learn more of the subject by and by, and can bend their energies to advancing the reform. The question before us now is, What shall we do? The desirability of doing something is now settled by the unanimous voice of the students of language throughout the world. The list of officers of the Spelling Reform Association, just printing, contains the names of the leading English philologists, as it has all along contained those of the first American scholars. There are no higher authorities. There is unanimity. Of what possible use is it then to discuss the question further? We have worked enough to decide what to do?

BOSTON, MASS., Dec. 5, 1878.

To the Editors of the Weekly:

"The day has gone by when there was any use in arguing against spelling reform."—EDUCATIONAL WEEKLY, Page 260. Well, that settles it. But Messrs. Editors, please let me file my replication—do!

I wish to reply to the quotations of Max Müller in your last issue. I will not comment on the other quotations, as I do not think they overthrow my argument. Max Müller says: "Suppose phonetic spelling should destroy the historic character of our language? What of it? Did not the Reformation destroy the historic character of the English Church? Did not the American Revolution destroy the historic character of the American colonies?"

While I am not known to fame, yet I dare take the liberty to answer the above interrogatories in the negative. If there had been no English Church there could have been no Reformation. If there had been no American Revolution, there could have been no American Union. To-day the history of our churches goes back to the Reformation, and the Reformation was produced by the English Church. We trace the history of our government, and it carries us back to the Thirteen Colonies.

The etymology of our language carries us back through various stages of its growth. To adopt phonetic spelling would be to our language what it would be to our churches to blot out of existence the English Church, and to our American Union to annihilate all history of the Thirteen Colonies. Our orthography grew, and was not made. It developed as civilization advanced, and was controlled by the law of progress.

That etymology is nearest perfection that shows in each word its origin and true meaning. "Etymology" can have no place in the vocabularies of the spelling "reformers." The word is from the Greek, *ἐτυμολογία*, from *ἐτυμος*, *ἔτιμος*; that is, the true literal sense of a word according to its derivation; and *λόγος*, from *λέγειν*; that is, description. Hence, "etymology" means the description and true literal sense of a word according to its derivation.

The orthography which we have to-day is the result of centuries of growth, and not the production of a few "distinguished men" who may assemble and pass a few resolutions and try to make an orthography. There is not a language spoken by civilized man that was made. Every language grew as civilization advanced; and its etymology grew at the same time. Our spelling of to-day is a development, an evolution.

Why do not these spelling "reformers" assemble and pass a few resolutions to abolish all idioms from the different languages? Why do not these "distinguished men" resolve to make the syntax of all languages the same? It certainly would be just as practicable as to introduce phonetic spelling.

What will these "distinguished men" do about the diacritical marks necessary to be used in phonetic spelling? It seems to me that it will greatly puzzle the pupil to learn these marks, and to know where to use them. While these "distinguished men" are about it, in order to help the illiterate, let them remodel our syntax so that everything an unlearned man shall speak, shall be grammatical. Then false syntax will be of the past, and the school boy will then write and speak as correctly as Macaulay or Emerson. Why not?

D. H. PINGREY.

BLOOMINGTON, ILL., Dec. 2, 1878.

ON THE USE OF DICTIONARIES.

To the Editors of the Weekly:

Reader, please look at *On the Use of Dictionaries*, p. 226, No. 93, EDUCATIONAL WEEKLY. Not one Illinois youth in ten goes through or even enters the high school. If an individual does not use the dictionary in school enough to become thoroughly familiar with its use, there is little prob-

ability that he ever will make a beneficial use of it. We use Edwards' Readers. No pupil is permitted to go higher than Second Reader until he has a dictionary. From the time he enters Third Reader he does not ask for help in pronouncing or defining a word until he has found and studied the word in his dictionary, or reported that he cannot find it. When the class comes to the recitation bench every member brings slate and dictionary as surely as his reader. At the close of the exercises upon to-day's lesson, the teacher calls attention to the most difficult words in to-morrow's lesson. Every pupil exerts himself to find in his dictionary each word named by the teacher as soon as possible after it is announced; writes it upon his slate, syllabifying it, marking the accents and the sounds of the letters as they are marked in his dictionary. A few minutes are given them to compare the marks upon their slates with the marks in the key to pronunciation in the beginning of the dictionary. Then, with his slate before him, he gives an orthographical analysis of the words upon it. I find teaching the use of the dictionary to pupils entering on Third Reader easier than teaching it to those who have read in the higher readers without having become previously familiar with it.

B. G. ROOTS, of Egypt.

To the Editors of the Weekly:

Your paper has come to be the most welcome visitor to my sanctum. It is constantly increasing in interest to me. Not the least in value among its contents are the pages devoted to "questions" and "answers." You must not forget that within the area of your circulation thousands of new teachers are annually added to the "list of educators," and that they need views from somebody. No one of these beginners ought to receive a second month's pay without having devoted a small portion of the first month's wages to the support of some first-class educational journal.

Pardon me for differing with you in opinion as to the use of dictionaries in the lower grades. I endorse the call of "Ixiom" for the compilation of a primary dictionary. Let us take the thing as it is, rather than as it ought to be. And the use of dictionaries at present is demanded not only in the grammar grades, but in the higher intermediate grades. You may call for an expression of opinion from the teachers of grammar grades, and I am sure they will vote, almost in solid phalanx, for its use. Now, since it is used, and likely to be continued in use, why not have a book suited to the capacity of the children? Webster's Unabridged is found in nearly every country schoolhouse in this state, as well as in nearly all grammar and intermediate grades in our cities. Children in third, fourth, and fifth readers are compelled to consult it, and yet the teachers of these schools, in many cases, feel that a smaller work would be better. Indeed, some teachers have written to the State Department to know if said department could not furnish the value of the Unabridged in copies of the "Academic." Now, I am a bachelor, and therefore know more about how children should be trained than anybody else, except unmarried ladies of doubtful age, and from ten years' experience as a teacher I assert that, had I a dozen children for whose education I was responsible, I would buy each one an Academic Dictionary at the same time I bought them a Third Reader, and that dictionary should be his scholar's companion so long as he was in school.

Yours, respectfully,

J. P. BRIGGS.

MANITOWOC, WIS., Dec. 7, 1878.

HOW TO GET A SQUARE ACRE WITHOUT BUYING IT.

To the Editors of the Weekly:

I propose a method of laying off a square acre which may be new to some of your readers. Let the base (ab) of a right-angled triangle be three chains, and the perpendicular (bc) be one chain. Then the square of the hypotenuse will be (ab)² + (bc)² or ten square chains, which make one acre. Now what is the exact length of the hypotenuse, or side of the square acre? that is, if it can be exactly measured. If it cannot be exactly measured, why?

Yours, respectfully,

JAMES A. MAY.

DAVENPORT, IOWA, Dec. 8, 1878.

QUERIES.

To the Editors of the Weekly:

Please to insert the following questions in your paper: 1. Why does not the gastric juice act upon the stomach to digest it? 2. Why are we strengthened immediately on taking food, when it requires hours for the food to digest?

FAIRFIELD, NEB., Dec. 6, 1878.

TEACHERS, HELP EACH OTHER.

A new educational column has been opened in the *Valley Clarion*, at Chester, in which Shade C. Bond says to his fellow teachers:

Let us, then, help each other. Each teacher in the county can help. You have some little method that you have found successful. Send it to our column that the rest of us may be benefited by your experience. You have tried some proposed plan, and found it a failure. Let us know, that we may not lose time by trying it too. Perhaps you have met some difficulty that you do not know how to surmount. Let us know what it is, and some of us may be able to suggest a remedy."

This is the practical kind of writing that we would like to have teachers send to the WEEKLY. Teachers are too apt to think that it is the business of others to write, and so they keep to themselves the results of long and valuable experience, and do nothing to help their fellow-teachers in their difficult work.

Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
 Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
 Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
 Illinois—Prof. John W. Cook, Illinois Normal University, Normal.
 Indiana—J. B. Roberts, Principal High School, Indianapolis.
 Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
 Dakota—W. M. Bristoll, Supt. Public Schools, Yankton.
 Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
 Nebraska—Prof. C. B. Palmer, State University, Lincoln.
 Michigan—Henry A. Ford, Kalamazoo.

The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, DECEMBER 19, 1878.

THE EAST.

MAINE.—Hon. W. J. Corthell, of Calais, State Superintendent of Common Schools, has been appointed principal of the new Normal School at Gorham. If the reform legislature of Maine does not destroy its support we prophesy for it a glorious future.

President Chamberlain has returned from Europe. The Bowdoin students met him at the depot on his return and escorted him to his home with a torch light procession and band of music.

Bridgton Academy has no winter session for lack of sufficient number of pupils.

Nordhoffs' *Politics for Young Americans* has been severely criticised of late by the Portland papers; but the Committee to whom the matter was referred say that "The merits of the book far outweigh the defects. We may look in vain for any other book embodying, even in treble the compass, so clear a statement of so many of those things important for a young American to know," etc.

NEW YORK.—Ephraim K. Jenny, a lineal descendant of John Rogers, of Smithfield, who was burned at the stake in the reign of Bloody Queen Mary, died in an apoplectic fit on the 10th. Mr. Jenny was a prominent schoolmaster in New York City in his early life, but, entering the counting room of the *Tribune* in 1850, soon became a stockholder, and remained identified with that journal until his death, at the age of 72.

PENNSYLVANIA.—The annual Teachers' Institute of Clarion County will convene at the court house, Clarion, Monday, Dec. 23, at 10 o'clock a. m. Mr. Longdon will welcome the teachers to Clarion. Mr. J. W. Dunkle, of Perry Township, will respond in behalf of the teachers. Prof. R. H. Holbrook, of Lebanon, Ohio, and Prof. J. A. Cooper, of Edinboro, will be among the instructors. Will Carleton lectures on Tuesday evening, and Col. J. B. Sanford on Wednesday evening. Miss Belle McClintock, of Meadville, has been engaged to sing two evenings. The principals of the higher institutions of learning in the county have expressed their intention to be present and to engage in the work of the convention. The County Superintendent, A. J. Davis, has made earnest efforts in behalf of this session, and it will undoubtedly be largely attended.

THE WEST.

INDIANA.—It has not been determined yet, but it is likely that Prof. Coulter, of Haver College, will take the place recently made vacant by the resignation of Prof. Owen, at Bloomington.

It is proposed to organize a State Scientific Association in connection with the State Teachers' Association.

Calvin Moon, Superintendent of St. Joseph county, sends out a new and interesting circular to the school patrons of his county, under date of Nov. 30, 1878. He urges the grading of the schools by securing a uniformity of text-books, a list of which he publishes. He adds, respecting regularity of attendance: "If an education is worth anything at all, it is worth making some sacrifices for, and both children and parents will, in the end, be gainers by these sacrifices. To learn a hard lesson in arithmetic is worth more than a half day's corn husking, and a lesson in physiology or hygiene more than all the wood a boy could chop in twice that time."

A county institute will be held at South Bend, commencing Dec. 23, and continuing five days.

Prof. W. H. Wheeler, superintendent of the public schools of Warsaw, has been appointed to "a very lucrative and honorable position among the superintendents of Iowa," but we have not learned anything further than that. The Warsaw people feel that they have lost an able educator and a most efficient superintendent. The reputation of the Warsaw schools is first-class, and it is said that there is not to be found anywhere in a city of its size a better corps of teachers than in Warsaw.

Superintendent A. C. Goodwin, in his *Manual of the Public Schools* for 1878-9, publishes also a large amount of interesting and valuable matter for teachers, including the Flora of Clark County, the Geology and Paleontology of the same, and the Fossil Flora and Fauna. Superintendent Goodwin is one of the leading superintendents of the state, and is materially improving the character of the schools in his county.

ILLINOIS.—The *Valley Clarion* says: "It is to be hoped that our incoming State Superintendent will revive the plan of publishing all decisions on the school law, in some place where the teachers can see them. It used to be the custom to publish all such articles in one of our state educational journals, but Superintendent Etter seems to have abandoned the plan. If they cannot be published in some such journal, they ought to be sent to the different county superintendents, and by them published in the county papers. The patrons of schools are as much interested in them as the teachers. Let us have them published." We heartily endorse the above, and are happy to announce that Superintendent Slade has signified his purpose to use the columns of THE EDUCATIONAL WEEKLY for the purpose named. By this means the people of the whole state may have the benefit of their publication promptly and fully.

Of the \$33,000 worth of city scrip paid out to city employees in Chicago on last Saturday, \$4,000 went to the janitors and engineers of public schools.

Next Saturday, Dec. 21, Prof. M. MacVicar, principal of the State Normal School at Potsdam, N. Y., will be in Chicago, and has consented to address such teachers as are interested in the subject of geography or astronomy, at the hall of A. H. Andrews & Co., 211 and 213 Wabash avenue, at 2 o'clock P. M. His address will be made with special reference to the celebrated Tellurian Globe which bears his name, and which may be examined at any time at the place above mentioned. The teachers of Cook County, and any others who may be in the city on that day, will find an hour spent with Prof. MacVicar one full of interest and profit.

WISCONSIN.—The Berlin high school netted about \$50 at an entertainment given for the benefit of an organ fund.

D. D. Parsons, Superintendent of Richland County, has published a scheme of educational work to be prepared for exhibition at the county fair in the fall of 1879.

The total attendance of the State University at this time is 449—seniors, 38; juniors, 34; sophomores, 64; freshmen, 66; sub-freshmen, 120; special students, 78; law students, 48.

Fort Howard will expend \$5,900 this school year for school purposes.

The friends of Lawrence University at Appleton are trying to raise \$100,000 by subscriptions as an endowment fund. The present resources of the university are limited, and not sufficient to meet all wants.

Prof. W. J. S. Nicodemus retires from the Wisconsin University on account of ill health. If he does not remain disconnected with the institution altogether, he will be absent eight months or a year.

CONVENTION OF SUPERINTENDENTS.—To be held at Madison, Thursday and Friday afternoons, Dec. 26 and 27, 1878. The following programme of exercises has been prepared by the Executive Committee, viz: *Thursday P. M. Dec. 26.*—1. Address by the State Superintendent. 2. How to secure the Coöperation of School District Boards and Patrons with County Superintendents, Supt. J. B. Tracy. 3. The County Superintendent as an Educational Lecturer, Supt. J. T. Lunn. 4. Is a Uniform Course of Study for Country Schools practicable, and if so, should it not be in detail to be effective? Supts. Walker and Ames. Discussion upon the above topics. *Friday, P. M., Dec. 27.*—1. Teachers' Examinations, how conducted, of what value, how frequent, what to consist of, Supt. Agnes Hosford. 2. County Associations and Teachers' Meetings, Supts. Hutchins and Shaw. 3. A More Uniform Supervision, and a closer relation between County Superintendents and the Educational Department of the State needed, Supts. Richmond and Delaney. 4. Teachers' Libraries and other means of Mutual Improvement, Supts. Flavin and Parsons. 5. General Business.

WM. C. WHITFORD, Supt. Pub. Inst.

M. S. FRAWLEY, JOHN W. WEST, KENNEDY SCOTT, Executive Com.

MISSOURI.—The question of teaching the higher branches in the public schools has been before the courts in St. Louis. Mr. Henry E. Roach, as a taxpayer, objected to having anything but the common English branches taught in the public schools, and asked the court for an injunction restraining the school board from going outside those limits. The board, through its attorney, filed a demurrer to this application, on the ground that no sufficient cause of action was shown. Judge Wickham held that the court had no jurisdiction of the matter, and the only restraining power was vested in the legislature. He therefore sustained the demurrer. This is the present status of the case, as reported in the St. Louis papers. It is intimated that the case will be taken to the Superior Court.

The total enrollment of the State University of Missouri last year was 528; of the Kirksville Normal School, 534.

KANSAS.—The Emporia monthly report for the second school month ending November 8, shows the enrollment for the month to be 566, 262 of which are on the half-day system.—246 belong to the sixth and seventh grades, and are taught by Misses Frederick and Wood; 110 belong to the fifth grade, and are presided over by Misses Slocum and Tandy; Mr. Stubbs and Miss Bryant have charge of the fourth grade, which contains 97 pupils; the third grade is taught by Mrs. Wharton, and contains 42 pupils. The High school, first and second grades, are taught by Mrs. Morse, Miss Watson and Supt.

Davis. The number of pupils is 81. These compose six classes, each with a full quota of studies. The average number belonging for the month is 532; the average daily attendance is 495.

IOWA.—The Monticello public schools show an enrollment of 479, of whom sixty-eight are in the high school. Thirty-seven of the above are attracted from outside the district by the excellence of these schools.

The catalogue of Iowa College, just issued, gives 305 students, of whom eighty are in the college course, and forty in the ladies' course; fourteen, however, of those in the college course are ladies, making fifty-four in all in the higher courses, to sixty-six gentlemen. Fourteen states are represented by the present students. A new professor is catalogued, Prof. E. S. Metcalf, Voice Culture and Theory of Music. A long list of "irregulars" is given—thirty-three. The trustees are engaged in raising \$100,000 for increase of endowments. Prof. Kimball, conductor of the Conservatory of Music, was a private pupil of Dr. Oscar Paul, Leipzig, and Prof. Metcalf, of Drs. Luigi and Vanuccini, Florence.

MINNESOTA.—The annual report of the State University contains the following information concerning the enrollment and classification of students at that institution for the year 1877-8. In the departments of science, literature, and the arts, mechanic arts, agriculture and collegiate, there are 136 ladies and 235 gentlemen enrolled, making a total of 371, divided into classes as follows: Seniors of all departments, 15; juniors of all departments, 26; sophomore—first class, collegiate department, 27; freshmen—second class, 46; preparatory, 110; special, 70. Three hundred and forty-seven students were registered as residents of Minnesota, the following counties being represented: Anoka, 4; Becker, 2; Blue Earth, 17; Brown, 4; Carver, 3; Chisago, 2; Dakota, 3; Dodge, 13; Douglas, 1; Fillmore, 22; Freeborn, 6; Goodhue, 12; Hennepin East, 78; Hennepin West, 72; Houston, 2; Le Sueur, 4; McLeod, 5; Meeker, 3; Mower, 2; Nicollet, 3; Olmsted, 6; Ramsey, 11; Rice, 2; St. Louis, 2; Scott, 4; Sibley, 2; Stearns, 10; Steele, 10; Wabasha, 18; Waseca, 2; Washington, 7; Winona, 2; Wright, 8—32 counties. Twenty-four were registered from other states and counties, as follows: Georgia, 1; Iowa, 4; Maine, 1; Maryland, 1; Michigan, 3; New York, 5; Nova Scotia, 1; Ohio, 2; Spain, 1; Wisconsin, 3; Wyoming, 1. One hundred and forty-six were engaged in some remunerative employment, and forty-five, at least, earned their support, while seventy-one had been teachers.

Prof. L. B. Sperry, of Carleton College, lectures on "How to live a hundred years."

In the graded schools of Minnesota, 628 pupils study Latin, 46 Greek, 907 German, and 145 French.

Hon. Alexander Ramsey has presented to the Minnesota Historical Society his private library, which is a rare and valuable one, comprising about 1,000 volumes.

At the recent session of the Normal School Board, the Hon. Thos. Simpson was reelected President for the ensuing two years.

The President of the Normal School Board has been appointed to prepare a bill asking the next legislature to make a diploma of the elementary course in the normal schools a state certificate, good in the common schools of the state for two years, and a diploma of the advanced course good for three years as such certificate.

OHIO.—The faculty at Wooster University, at Wooster, have taken measures to keep from their files newspapers containing the lectures of Col. Robert Ingersoll.

ARIZONA.—Mrs. Gov. Fremont takes a deep interest in the cause of popular education, and often visits the public schools and entertains the pupils with accounts of her travels in the Old World.

MICHIGAN.—The Ladies' Library Association of Kalamazoo is completing a beautiful and unique brick building, near the park in that village, for the use of the library and the literary club connected with it. A similar association at Traverse City is putting up a \$2,000 frame building for a similar purpose.

President Olney is actively pushing arrangements for the meeting of the State Teachers' Association holiday week. It bids fair to be one of the most notable educational meetings ever held in the state.

The Faculty of the Agricultural College, with some local aid in the several places, will hold farmers' institutes this winter as follows; at Charlotte, Jan. 13 and 14; Flint, Jan. 16 and 17; Howell, Jan. 20 and 21; Centerville, Jan. 23 and 24, and Bay City, Feb. 4 and 5.

The University Temperance Society was formally organized on the 23d ult., with over 500 members. Two vice presidents were elected from each class in the several departments, and a standing committee appointed of one from each of the schools. A public meeting was held in University Hall the next (Sunday) evening, and addressed by Miss Frances Willard, when 95 names were added to the roll.

The Lansing *Republican* notes the indications that the next meeting of the State Teachers' Association "will be greater than at any previous meeting of the kind."

Considerable pressure will probably be brought to bear upon the approaching session of the legislature in behalf of a reform school for girls.

The students in the State University Dec. 14 were distributed as follows: Literary, 437; law, 401; medical, 322; pharmacy, 69; dental, 60; homoeopathy, 58. This is an increase in every department except the pharmacy.

The total is 1,347, which is just fifteen more than the official count at Harvard.

The school teachers and others of Orion have organized a literary and debating society, with Prof. Wickham, of the Orion schools, as president.

The ladies in several parts of the state—notably Muskegon and vicinity—are circulating a petition to the legislature for the establishment of a State Reform School for Girls.

Miss Helen Knight, a teacher in one of the Grand Rapids public schools, died very suddenly, a few days since, of heart disease.

The recent changes in the curriculum at the University have practically abolished class distinctions, and the names of all students in the literary department will hereafter appear in alphabetical order and in one list, not by classes, as heretofore. A full-length portrait of Dr. H. P. Tappan, former President of the University, has recently been finished by Prof. Alvah Bradish, of Detroit, and is on exhibition in that city.

Seventeen students, members of the Eclectic Society of Albion College, were arrested on the 7th inst., and confined in the county jail at Marshall, on a capias issued in a suit for \$2,000 damages, brought by the father of a student who had been expelled from the society and so reported to another organization in the college as to defeat his election to membership therein. Among them were a son of Judge C. R. Brown, of Port Huron, and several young Methodist preachers. After imprisonment three days, much of which was merely nominal, they were discharged by order of the Circuit Court. President Fiske has issued a circular to the Methodist clergymen of the state, inviting donations of books for the college library.

Professor Putnam, of the State Normal School, has a new lecture on Spain in the Fifteenth Century, which he recently delivered before the Ladies' Literary Association in Ypsilanti.

A special school meeting was held in Kalamazoo on the 12th, at which \$3,500 were voted, in addition to \$4,500 already on hand, for a new eight-room building in the northwest part of the village. The resolution for the appropriation was adopted without a dissenting voice.

THE SOUTH.

LOUISIANA.—The teachers of New Orleans are in distress, because there is no money to pay them. The New Orleans *Times* concedes that governmental imbecility is the chief factor in the lamentable equation, but adds: "An amount ample to keep the present well-organized school system in perfect order, and its teachers promptly paid, is doled out in dribbles among the log school-houses of the Louisiana swamps, and our own city people suffer in consequence of the homoeopathic doses of erudition distributed among a semi-barbarous race, who have never yet progressed beyond the three grand branches of reading, writing, and arithmetic." This is the true Southern spirit. The white and colored people of the swamps should be kept in ignorance, that the people of New Orleans may be educated. This is the argument that will keep Louisiana always at the tail end of the procession. The article quoted shows the educational tendencies of the times in the South.

—*Inter Ocean.*

ARKANSAS.—Mr. Denton, the new State Superintendent of Public Instruction, has taken charge of his office, and it is thought the cause of public education will flourish under his management. Dunbar Pope is his deputy.

GEORGIA.—We are glad to learn that Mr. B. Mallon was reelected superintendent of the public schools of Atlanta.

The outlook for the university at Macon is very encouraging.

KENTUCKY.—The *Eclectic Teacher*, hitherto edited and published by Prof. T. C. H. Vance, Carlisle, announces that with its next (January) issue the office of publication will be changed to Louisville, and that Dr. George A. Chase, principal of the Female High School at Louisville, will become "joint editor and proprietor." This means new effort for the extension of its subscription list. May the earnest work of the editors be well rewarded.

VIRGINIA.—In the December number of the *Educational Journal of Virginia*, reports are published from thirty-two counties, one half of which state that no schools are yet opened, on account of the lack of school funds. The prospects are very discouraging for the schools this winter.

MISCELLANEOUS ITEMS.

General McCook is establishing an army school at Columbus Barracks, Ohio, under the supervision of Colonel Thomas M. Anderson, Tenth Infantry, for the education of enlisted men for teachers at military posts. City Supt. Stevenson, of Columbus, whose ability as an educator and school organizer renders his advice of great service, is aiding General McCook and Colonel Anderson in this highly important undertaking. The army regulations as to these schools provide for the detailing of enlisted men to serve as teachers. It is decided that the schools at the several military posts shall be open to the children of soldiers, officers, and frontier settlers. To the first, text-books will be furnished without cost, out of the post fund; the latter must purchase necessary books. The Quartermaster's Department will supply furniture for the schools. The Quartermaster General will furnish periodicals out of the appropriation for incidental expenses, for which purpose General McCook will recommend a *pro rata* division of the fund to the different posts, each of which he intends shall have a supply of newspapers and magazines from the 1st of January next.

COOK COUNTY, ILL.

In spite of the storm of snow which prevailed all day last Saturday, the teachers of Cook County turned out in good numbers to attend the regular monthly meeting of the Teachers' Association. The first part of the session was devoted to a discussion of the question of subject matter and methods of teaching in the first three grades of school. A. F. Nightingale, of Lake View, read the first paper, taking very strong ground against "phonetics," as now commonly taught.

Mr. Leslie Lewis next spoke on the subject, presenting the course of study as arranged for the Hyde Park public schools. He thought that too much time is given to mathematics (arithmetic?) for the good of the other studies; the mathematics can't be done well and thoroughly. Too much time is spent on the First and Second Readers, because too much else is brought in. A child of ordinary ability can learn to read in five months' time. A child at ten ought to read any ordinary matter at sight; not intelligently, of course, nor do the teachers themselves. To spend three or four years in going over the first three readers is an abominable waste of time.

Miss Rice, of the Normal, read a very interesting paper on the same subject, recommending the use of the word method in teaching reading, the printing of words on slate, and then learning to write and spell them. Written spelling is essential; oral spelling is a test. The regular lessons furnish the best words for spelling exercises. She also favored the use of object lessons when rightly presented. Music and drawing she regarded as essential in a primary school.

Prof. Wentworth continued the discussion, defending to some extent the methods condemned by previous speakers. There is a great necessity for a more rigid examination into the method of presenting subjects. There is a difference between those pupils who are educated in schools where there is systematic work and those who are not educated in such schools. It is especially necessary that the teacher be as thoroughly posted in phonetics as in other branches which he is expected to teach.

Mr. Hallack thought that what we lack more than anything else is accuracy. Pupils who read well in their readers are not prepared to respond when called upon to read impromptu from the columns of a newspaper.

Jeremiah Mahoney, principal of the Washington School, Chicago, read a very interesting and valuable paper upon "Our Burdens and Our Boons," which we hope to present to our readers in full next week.

Superintendent Lane asked the teachers present to send him suggestions for future programmes, and the meeting adjourned.

THE RIGHT OF PUNISHMENT.

We clip the following concerning the right of teachers to punish in school from the Mt. Pleasant, Iowa, *Free Press*:

In a case just tried in our District Court, "The State of Iowa against George Turney for a punishment in school, inflicted upon Henry Hinkle, in Jefferson township, this county. Judge Newman, in his charge to the jury gives the following points of law governing teachers and their relation to pupils in their charge which will be of general interest:

1. That there was no just cause or reasonable necessity for using the rod upon the boy when used by the defendant.
2. Or if the necessity existed, then that the punishment was excessive, that is, that it was unreasonably severe, or beyond the bounds of a reasonable discretion.

The necessity of punishment and the nature and extent of the punishment inflicted must rest largely in the wisdom and discretion of teachers and parents, for both rest on the same principle, viz.: The best interests of the child in forming habits and character for life. And such cases must be left largely to the judgment of the teacher as to when the cause for punishment arises and the extent of the punishment to be inflicted, having due reference to the good of the child and school. And unless the jury find the punishment was inflicted in malice or ill will which tend to control or destroy cool judgment, or was to an extent that shows discretion was abused or disregarded, they should find for the defendant and acquit, otherwise convict.

If the evidence satisfies the jury that punishment was inflicted with an ordinary instrument usual to such occasions, the jury will presume the defendant used sound and proper discretion in the extent of punishment unless the evidence satisfies them that such was not the fact, and that the punishment was excessive and cruel under all the circumstances, as they then appeared to the defendant; for they must judge of the conduct and motives of the defendant as the circumstances and facts then appeared to him from his standpoint, acting as a reasonable man. If under such circumstances they regard the punishment excessive they should convict, otherwise acquit.

The jury in the case under this charge acquitted the defendant.

—The *Literary World* gives this anecdote: "An illustrated edition of Whiston's 'Josephus' is in preparation in England. This reminds us of a little story. A good old lady in Connecticut who was near her end, was greatly devoted to the writings of the ancient Jewish historian, and read them as you may say day and night. One of her visitors remarked this taste and commented upon it rather sadly, saying to the dying saint: 'I should think you would find more comfort in your Bible now.' 'Ah, was the old lady's reply, her eye kindling with a new fire, 'the Bible is all very well, but then, you see, Josephus—he was on the spot!'"

TEACHERS' ASSOCIATIONS.

The editors of the WEEKLY invite the officers of teachers' associations to send programmes of meetings for early publication. Brief reports of proceedings are also requested.

MICHIGAN STATE TEACHERS' ASSOCIATION.

The Twenty-Sixth Anniversary of the Michigan State Teachers' Association will be held in Lansing, Dec. 25-27, 1898. Meeting in the Congregational Church.

REDUCED FARE ON RAILROAD.—All the railroads in the state give Excursion Rates, generally at 2 cents per mile for the entire trip. In order to avail yourself of this arrangement, you must have a certificate *before leaving home*. To obtain these, write at once to E. Olney, Ann Arbor, Mich., enclosing a directed, and a 3-cent stamped envelope for return, and state what railroads you will pass over. As many as possible should send together, as this will save postage and labor.

BOARD IN LANSING.—Free board will be furnished to teachers of rural schools, who have to pay for more than 100 miles railroad fare in all, going and returning. This is a special inducement offered to such teachers *this year*, in order that a large number of this class may attend. It will be observed that our rural or ungraded schools are to receive a large share of the attention of the Assoc.; and a good representation of the teachers of such schools is greatly desired. Private boarding houses offer board and rooms at 75 cents per day. The Chapman House and the Edgar House furnish board and rooms at \$1 per day. The Hudson House furnishes room and board where two occupy one, at \$1.50 each per day. Single rooms and board, \$2. The Lansing House gives no reduction. Superintendent Charles A. Sanford, of Lansing, is chairman of the Committee on Board, and will be at the place of meeting ready to furnish all needed information, and to direct persons to boarding places on their arrival in the city.

ADDRESSES AND TOPICS TO BE DISCUSSED.—The opening address on Wednesday evening at 7:30, will be given by John Bascom, D. D., LL. D., President of Wisconsin University. Topic—"Tests of a System of Education." On Thursday evening an address will be given by Ormond Stone, A. M., Director of the Cincinnati Observatory. Topic—"The Sun." **TOPICS FOR THURSDAY.**—"The Spelling Reform." E. O. Valle, editor of THE EDUCATOR, Chicago. "The Need of a Broader Culture in Literature and the Means of Securing it." Miss Florence E. Cushman, Preceptress of the Niles High School. "School Exhibits at our Meetings." Delos Fall, Professor of Natural Science, Albion College; H. N. Chute, Professor of Natural Science and Mathematics, Ann Arbor High School. "Our School Libraries." William H. Payne, Superintendent of Adrian Public Schools; I. N. Demmon, Assistant Professor of Rhetoric and English Literature, University of Michigan. "Our County Institutes—What Can Be Done to Increase their Efficiency?" Free discussion of all topics is desired as far as time will allow. His Excellency, Gov. Crosswell, has been invited to be with us at such time as shall suit his convenience, and give us such words of counsel and cheer as he may see fit. A special card of invitation is sent to each member of our Legislature to be in attendance and participate in our deliberations. Sessions of SYRACUSE INSTITUTE ASSOCIATION, *Friday, Dec. 27*.—It is proposed to devote Friday to the consideration of the Condition and Needs of our Rural and Ungraded Schools. The plan is to have the following topics introduced by competent persons in short speeches, and then thrown open to general conference. We wish all to give these subjects careful attention, and come prepared to take part in the conference. May we not hope that such a conference will develop something which will give new efficiency to this important part of our educational work? Teachers, township superintendents, former county superintendents, citizens interested in our educational work, and especially members of our next Legislature, are earnestly invited to be present and take part in the deliberations. The following are the topics to be considered: 1. Are our Rural and Ungraded Schools securing such results in the ordinary branches now taught in them as might reasonably be expected? O. Hosford, I. N. Wellington, Frank Peavey. 2. Is it expedient to add to the studies now generally pursued in these schools, other topics, such for example, as United States History, Natural Science or Natural History, Drawing, or the Elements of Geometry? Hon. J. J. Bagley, E. A. Strong, C. F. R. Belows. 3. Is an undue amount of time devoted to any of the subjects now taught in these schools? C. B. Thomas, J. B. Plowman. 4. Is there any better or closer relation practicable between these Schools and our Graded Schools? Austin George, H. N. French. 5. What can be done to secure greater permanency in the work of the Common School Teacher? Is a consolidation of the sessions of the School Year practicable? Is pensioning practicable? Would higher wages do it? H. A. Ford, I. W. Morley. 6. What is the best practical system of supervision for these Schools? Hon. C. A. George, W. H. Payne. 7. What are the best means to be used for improving the teachers of these Schools? J. Estabrook, Z. Truesdel, T. W. Crissey.

MUSIC.—Deputy Superintendent W. L. Smith will have charge of the Music. Let us come out one thousand strong and show that we are worthy of the great work intrusted to our hands, and have ideas upon the conduct of our educational affairs which are entitled to respect. In behalf of the Executive Committee.

EDWARD OLNEY, President of the Association.

FAYETTE COUNTY, PENN.

TO TEACHERS, SCHOOL DIRECTORS, AND OTHER FRIENDS OF EDUCATION:—You are respectfully and cordially invited to attend the Twenty-fifth Annual Session of the Fayette County Teachers' Institute, convening in the Court House, Uniontown, Dec. 23, 1898, at 2 o'clock, P. M. **INSTRUCTORS:**—Hon. W. D. Henkle, Editor of the *Ohio Educational Monthly* and *National Teacher*, will attend during the entire week and will discuss the following subjects: "The Teacher," "Mind and Matter," "The Uses of the Dictionary," Geography, Grammar, Orthography, and such other topics as teachers may suggest. Miss M. L. Sanford, of Swarthmore, will also be present during the entire session. The following are some of her subjects: "Neatness and Order," "Morals and Manners," Literature, History, Reading, etc. Owing to the fact that distinguished educators will be present and assist in making the meeting a pleasant and profitable one. Teachers are requested to submit queries for general discussion, and to come prepared to express themselves freely. **EVENING LECTURES.**—"The Labor Question," "Martin Luther and the Reformation," Miss M. L. Sanford; "A Trip from the Equator to the North Pole," "The Languages of the World," Hon. W. D. Henkle. Good vocal and Instrumental Music during Institute. Boarding can be obtained at reduced rates. Teachers, we desire and expect this to be the best educational meeting ever held in the county. We have done all in our power to make it so. The instructors need no commendation. They are known to you to be experienced and practical teachers. If you desire to be instructed, if you desire to become wiser and better teachers, attend this meeting. Be present at the opening session and remain until the close.

WILLIAM H. COOKE, County Supt.

UNIONTOWN, Dec. 4, 1898.

EFFINGHAM COUNTY, ILL.

The regular Annual Session of the Effingham County Teacher's Institute will be held at the School House in Altamont, commencing *Thursday, December 26, 1898*, at 10 o'clock, A. M. and continuing until Saturday evening. The programme for each day will be as follows: Opening exercises, from 9 o'clock to 9:10; Business, 9:10 to 9:30; Geography, Miss Carrie Whitesley, 9:30 to 9:50; Discussion, 9:50 to 10:00; History, J. J. Zimmerman, 10:00 to 10:20; Discussion, 10:20 to 10:30; *Recess, 10 Minutes*; Grammar, J. A. Arnold, 10:40 to 11:00; Discussion, 11:00 to 11:10; Orthography, I. M. Burris, 11:10 to 11:20; Primary Instruction, Miss Rohrbough and others, 11:30 to 12:00. *Intermission until 1:30*. Arithmetic, D. Logan, 1:30 to 2:00; Discussion, 2:00 to 2:10; Reading, A. N. Higgins, 2:10 to 2:40; Discussion, 2:40 to 3:00; *Recess 10 minutes*. Physiology, A. B. Baker, 3:00 to 3:30; Discussion, 3:30 to 3:40; Natural Sciences, 3:40 to 4:10; Discussion and miscellaneous business, 4:10 to 4:30. Edwin C. Hewett, President of the State Normal University at Normal, Ill., will be present and deliver a lecture on one evening. Other addresses will also be made. This will be a rare opportunity for you to make improvement in your work. Let no trivial excuse prevent your attendance at all the sessions. Rates at the hotels will be greatly reduced to members of the institute.

Nov. 23, 1898.

Examination the first Saturday of each month.

OWEN SCOTT, Co. Supt.

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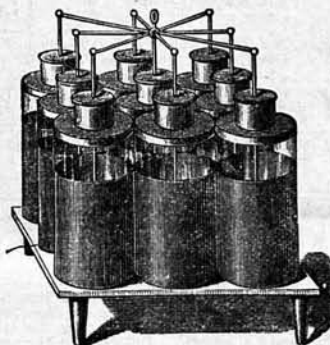
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